

SAFETY

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Two Sections • Section One



The NATIONAL SAFETY COUNCIL, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

SAFETY EDUCATION is the official publication of the School and College Division of the Council.

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SAFETY Education

Volume

XXXI

No. 5

Section

One



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* * A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

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SAFETY EDUCATION is published monthly, September through May, in two sections by the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill. Entered as second class matter, September 13, 1939, at the Post Office at Chicago, Ill., under the act of March 3, 1879. Copyright, 1951, by the National Safety Council. Printed in the U.S.A. Subscription price \$3.30 a year. Reduced prices for quantity orders.

Over my shoulder

The following lines are belated. They were a part of the Christmas greeting which Bill Andrews, editorial director of the National Safety Council publications, wrote for his friends.

CHRISTMAS EVE

If I hadn't had drag, I might have slept
In the shed of that crowded inn.
I might have put up with the stench of dung
And the lowing cattle's din.
I might have had a flea-bit night
On the straw of that stable's floor.
I might have exposed my well-filled purse
To theft through the open door.
But I did have drag, so the inn-keeper saved
A room at the head of the stair.
The bed was soft and the food was good
And the fire gave heat to spare.
So I rested well the whole night through
And dreamed of success and pay.
While lesser folk, who had no drag,
Slept cold in the rotten hay.

Whatever may be required to induce teacher training institutions to give safety education an important place on the curriculum, the way NOT to do it, says J. Harlan Shores, is to make the course a legal requirement.

Homemade movies on a safety project? What reader of **SAFETY EDUCATION** has undertaken such a task? If you are the reader, will you write a letter to the editor describing your movie?

Is driver education an elective course in your school? Is it a selective course? What makes you think—if you answer "yes" to either of the

above questions—that you are not teaching those pupils who will benefit least? Merrill G. Yost, with twenty years of experience in driver education, says that every pupil must be trained in the operation of an automobile.

Mechanically, the school bus transportation situation is not so bad off according to Marian Telford, senior field representative for the School and College Division of the National Safety Council. The school bus driver training program, she adds, has some room for improvement. Miss Telford summarizes the reports of school bus accidents from 24 of the states.

The Safety Education Supervisors Section has emphasized the necessity of naming some one person in each school system who shall be responsible for safety education. Joseph C. Bellenger tells what a committee has been able to do at Laney Trade and Technical Institute, Oakland, Cal.

From Canada and from Great Britain come two articles on schools and safety. The center pages tell the story of Britain's ROSPA House.

And speaking of Britain, the grimly tragic accident recently in which a group of marching British school boys were mowed down by a bus is, as far as the statistical division of the National Safety Council knows, the worst single pedestrian-motor-vehicle accident in world history. More than 20 youngsters were killed as they moved, three abreast, down a narrow street at night. SAFETY EDUCATION does not know the details of the accident, but most people connected with American education have seen situations where precisely this kind of tragedy could well have happened.

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A Vicious Practice In Safety Education

By J. HARLAN SHORES

IF THE TITLE of this article acted as a safety hazard to your blood pressure, let's let it drop a bit while the issue gets stated. The issue at point is not whether a teacher training curriculum should prepare teachers more adequately to deal with safety education. The death and injury statistics concerning accidents among elementary school children are appalling. To enhance the safety of children should be a major objective of every elementary school and teacher training curriculum. The issue here is beyond the unquestioned desirability of reducing accidents. It may be stated as follows:

Is the requirement of courses in safety education for prospective teachers a good way to reduce accidents among elementary school children?

That is the issue, and the answer is an unqualified NO.

Not only is the practice of requiring specialized safety education courses an ineffective way to reduce accidents; it is also vicious in its effects upon elementary schools and upon colleges engaged in the preparation of elementary school teachers.

No proof is available to indicate that courses in safety education for teachers reduce accidents. In fact those states with requirements regarding teacher education in safety have a higher average rate of accidental deaths per 100,000 population (69.3) than do those with no such requirements (63.1).^{1,2} Those states requiring safety education courses for teachers also have a slightly higher average death rate from motor vehicle accidents per 100,000 popu-

lation (24.2) than do the states which do not require such courses (23.9).^{3,4}

Data from individual states is also inconclusive concerning the effect that courses for teachers may or may not have had on the reduction of accidents. There are entirely too many uncontrolled factors to be able to isolate this one possible effect and claim that it is the one that really reduces accidents. However, in view of the above statistics, the burden of proof rests with those who would require teachers to have specialized courses in safety education.

While there is no evidence that such courses are effective, there is considerable reason to question their effectiveness through the extension and application of accepted principles of the psychology of learning.

Learning is goal seeking behavior. Furthermore, the goals sought are those of the learner and he is motivated toward these goals by his interests and plans. In the field of safety education this principle means that the prospective teacher or the elementary school child can learn safety best when the actual school situation requires consideration of safety—not when it is isolated from everything except pure concern for safety.

An equally well accepted principle of learning, which may be derived from the general one above, is that learning a skill separated from its use is inefficient. It follows that the efficient way to learn a safe practice, is in con-

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nection with school activities—where the practice arises. Learn to cross streets safely when the need to cross streets arises, for example.

An inefficient way is to teach it in isolated courses where the learner's goal is seldom more immediate than the long range one of "passing the course."

The practice of teaching safety in separate courses is ineffective for still another reason. In situations beyond the academic classroom, safety education has no real content. One does not set out "to live safely." Instead, he plans to do something and it is in this process of doing something that he must learn to do it without accidents. If we want to be sure, then, that safety education applies in these real situations in which it is so urgently needed, we would do well to teach it in connection with these real needs instead of depending upon a doubtful transfer of training.

To this point the practice of requiring specialized courses in safety education has been deplored because the results of such a practice are ineffective. In addition, the effects upon the teacher-training curriculum and subsequently upon the public school curriculum are unfortunate to the point of viciousness.

Is Life Fragmented?

The history of growth in elementary school curriculum organization for at least the past sixty years, has been in the direction of greater integration of content. The quest has been one of eliminating piece-meal separate courses in favor of organizations which do not fragment the curriculum. Referring to fragmented separate courses, no less a scholar than Alfred North Whitehead says: "Can such a list be said to represent Life, as it is known in the midst of the living of it? The best that can be said for it is, that it is a rapid table of contents which a deity might run over in his mind while he was thinking of creating a world, and had not yet determined how to put it together."¹⁵ Requirement of further specialized courses has the effect of perpetuating a situation where every teacher cultivates his own little garden of subject matter "for its own sake."

Whitehead's criticism is not directed at any particular course. It applies to a way of organizing the experiences comprising education in such a manner that they are divorced from life as it is lived.

Is there a surer way of freezing this undesirable pattern than to require another specialized course in the training of teachers? Not only would such practice militate against ex-

perimentation in better methods of training teachers but the effects are also likely to be felt on elementary school curriculum patterns.

There is probably considerable truth in the notion that "teachers tend to teach as they were taught." They also tend to organize experiences in the manner in which they themselves had these experiences. It is reasonable, then, to expect a similar tendency to freeze the elementary school curriculum when the teacher training curriculum becomes set with required courses in specialized areas.

Must Nurture Experiment

If lock-stepping the curriculum to an outmoded design isn't vicious enough, there is one fate even more detrimental to experimentation toward better schools. And that is to enact these mistakes into law—to require by law that a course in safety education be taught to prospective teachers or that a given number of minutes each week be spent in teaching safety education in the public schools. It would be as sensible to legislate that every housewife must use one-half cup of shortening in a pie crust. If better educational programs or better pies are to be had, the door must be wide open for people with ingenuity to devise improved ways.

The better plan is one in which safety education achieves the prominent place it deserves in teacher-training courses dealing with the determination of objectives; the selection, organization, and grade placement of curricular content; and methods and materials of teaching.

No school system or teacher training institution sincerely and intelligently dedicated to the development and perpetuation of democracy as a way of life could neglect conservation of human life as a primary educational objective. The manner in which this general objective was broken down would differ markedly from school to school, depending upon the procedures used to select and organize content for teaching.

A Direct Social Problem

If the school was selecting and organizing content around broad themes of social living such as conservation of human resources, recreation, transportation, communication, education and the like, problems of safety would be studied directly as social problems in these various areas. Traffic accident prevention, for instance, is a social problem in virtually every community and a national problem of major proportions. This problem would then receive direct consideration as a social problem in the

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Safety Education for January, 1952

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No problem in safety education for students. In regard to the higher accident rate per 100,000, no such data exist requiring safety education courses for teachers. Teachers also have a slightly higher average death rate from motor vehicle accidents per 100,000 population.

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Safety Education for January, 1952



When you cross WATCH YOUR STEP!

ized course in the training of teachers? Not only would such practice militate against ex-

community and a national problem of major proportions. This problem would then receive direct consideration as a social problem in the

area of conservation of human resources. Various aspects of it would be considered at appropriate grade levels.

Still in the realm of consideration of social problems as a major portion of education for citizenship, there are few such problems where safety is not a major factor. To provide more adequate recreation for all is complicated at every turn by safety problems which must be met fairly. The same is true with problems of transportation, conservation of natural resources, home and family life, or nearly any other problem area.

More Division, More Confusion

While this type of curricular unification is widely advocated by authorities in education today and is superior in many respects to an organization by subjects, it is well to remember that some variation of a subject curriculum is still the most common pattern in public schools today. However, the claim that the addition of one more specialized subject would not be detrimental to this already fragmented curriculum is like the claim that one more danger is not serious since we already have so many accidents. In either instance desirable trends are reversed. If curriculum content is selected and organized in accordance with subjects, the same general principles applicable to a better integrated curriculum would apply in the teaching of safety. When social problems are created by safety hazards or when safety problems emerge in the study of social problems, safety education finds a place in social studies, history, civics and geography courses. Any realistic study of the life of a people must consider facts and principles concerning the maintenance of health.

Integral Part of Science

A science program that does more than deal with abstract principles and scientific methods is advocated for the modern elementary school. Scientific principles and methods are developed through science as it touches the lives of children. Whenever science is studied in such an environment, safety is also studied. Studies of electricity through the common wirings and appliances of the home are good solid science lessons for elementary school children. Yet they are so loaded with safety education that it would be difficult to know at any one time whether the lesson were more science or safety.

The same could be said for a field trip into the woods where safety learnings in the precautions of the trip, in the study of harmful

plants and the like, are so mingled with biological science content that the two are inseparable. And this inseparability provides the meaningful context that insures better safety education.

The language program, beyond the study of literature, is largely a handmaiden to the other content fields. It provides the communication skills so important to all other study. In this role children would read about safety, write it, talk it, but in the meaningful context of planning activities, gaining knowledges and skills in connection with other studies.

This sort of enumeration could go on at length. Much of the fun of recreational activities on the playground or in the gymnasium is spoiled by accidents. To learn to play safely is a part of learning to play. In art the aesthetic value of an attractive arrangement of cacti soon depreciates if hand infections result from touching it. To learn to appreciate art objects or to create involves having pleasant experiences with these media. To insure this requires safety education.

Can't Avoid Concern

So it goes throughout the various aspects of the curriculum. If the curriculum represents "Life, as it is known in the midst of the living of it" as Whitehead and so many others advocate,¹ it cannot avoid realistic concern for safety every step of the way. Furthermore, if it is taught in relation to the activities of children, it can be expected to function in those activities much better than through "passing the course" in safety.

Elementary school teachers should be trained to provide valuable learning experiences concerned with citizenship education in the major areas of human living. They should be trained to keep the safety of children foremost in mind in every aspect of teaching. Under these conditions, the safety content in the activities of children will be ten times that of any single course, and a hundred times more effective.

¹N. E. A. Research Division, "Excerpts from Summaries of Replies to a 1949 Inquiry of the N. E. A. Research Division Directed to Chief State School Officers," Mimeographed by National Commission on Safety Education.

²National Safety Council, *Accident Facts, 1950 Edition*, p.17.

³N. E. A. Research Division, op. cit., and National Safety Council, op. cit. p. 59.

⁴The above cited references provided the basic data from which these averages were computed. The computation was that of the author.

⁵Alfred North Whitehead, *The Aims of Education and Other Essays*, pp. 10-11.

⁶Ibid.

'Tattle' Is a Little Paper With a Very Big Message

THE BIG NEWSPAPER chains aren't worried about competition yet, but it's a cinch that none of them ever carried a more sincere plug for safety than that which appeared in a little two page mimeographed semi-monthly recently.

The paper, the *Tattle*, published by five Denver, Colorado, youngsters whose ages range from ten clear up to thirteen, ran the following lead story in their first issue:

"Katy Sands, 3 years old, 2910 Elm, almost suffered a bad accident Tuesday, after being hit by a car.

"Katy ran into the path of the car.

"There is a lot of traffic out these days and youngsters should be discouraged from dashing into the streets.

"It's really a job for us older children to tell

these younger children to be careful"

The item caught the eye of R. Brandon Marshall, managing director of the Denver chapter of the National Safety Council, who rewarded the enterprising youngsters with a salute in his newsletter, *The Branding Iron*, and his subscription to the *Tattle*. Marshall reprinted the *Tattle* item in the council publication.

The young journalists who comprise the editorial staff of the *Tattle* are: Terry Oswald, age 11, publisher; Jeff Bell, age 10, editor; Dave Wahl, age 10, business manager; Sandra Oswald, age 13, fashion editor; and Sharon Shroads, age 10, society editor. They all live in the same block in the western city.

The little paper, one sheet mimeographed on both sides, contains news items of neighbor-

to page 38

Jeff Bell, 10, editor; Dave Wahl, 10, business manager; Terry Oswald, 11, publisher; Sandra Oswald, 13, fashion editor; and Sharon Shroads, 10, society editor, publish the *Tattle* which teaches safety in Denver.



way up north in canada

A School on Wheels Goes to Its Pupils

UP WHERE THE WINDS BLOW for mile after mile without finding a single human being to chill with their wintry blasts, where the population density of humans is lower than the density of game, there exists a unique school on wheels operating on the tracks of the Canadian National Railways under the direction of the Ontario educational authorities. This itinerant school takes education to the children who live in communities too small to have a school of their own and who are too far removed (mayhap a hundred miles) from other

communities that do have schools for the children to go to them.

At one stop there is Jack Scott and Jessie Ritter in Grade 1; there is Frank Mutch and Emma Stephenson in Grade 4; Madeline Keefe and Jean Mac Dougall in Grade 5; Jack O'Heara in Grade 6; Diana Talbot in Grade 8; John DelPapa and William MacMillan in Grade 9; and Donald Gordon and Nazareno Ricci in Grade 11.

The school, with its desks, library, laboratory,
to page 36

No matter how deep in the backwoods your parents live, if you are near the tracks of the Canadian National Railways, the bell from a School on Wheels will call you to classes.



Fire prevention is of major importance to a boy living deep in the woods. This model water tower, shown top, right, is used to teach fire safety and the principles of hydraulics. The interior of a School on Wheels is a compactly arranged classroom supplied with teaching aids. On the right is Schoolmaster Fred Sioman and a class of four. At the bottom, right, Mr. Sioman is pointing to a star-map of the northern heavens. Knowing the location of the major stars may mean the difference between life and death to a person lost in the North woods. Below, just like schools at home, pure fun and recreation has an important place in this School on Wheels. All photos courtesy the Canadian National Magazine.



the lame, the halt, the blind

Every Pupil Needs Driver Education

by MERRILL G. YOST

ITHINK IT IMPORTANT that we all have a similar idea of what we mean by "classwork in driver education." The Jackson Mills conference might have saved us this, had they come up with some apt and meaningful names that would have categorized the activities in driver education as effectively as do Chem Class and Chem Lab in the science of chemistry.

Stated simply, classwork in driver education comprises that group of understandings, skills and attitudes that are adaptable to group methods of instruction. It is those learning experiences, directly or remotely associated with the operation of a motor vehicle, that high school pupils engage in within the walls of a room in a school building.

This is apparently a very pat definition. It may be regarded by some as a rather flippant one. It is certainly not a very clever one. It does not conflict with nor does it change one single feature in any one of the mental pictures that are associated in your minds with the words: classroom work in driver education. It was not meant to change one single pet concept nor to alter one single feature. Aside from the psychological admonitions that people resist change and believe what they believe whether or not it is true, there exists the sound pedagogical practice of starting out from common understandings.

It is necessary to accept people where they are.

We do not need to take into account the various patterns that are used to administer the program in our separate local schools nor do

we need to consider as important the amount of time that is devoted to this safety work. It is not important if the course carries no credit toward graduation, if it is integrated into a unit in United States history, or if it has the exalted status of a required course. What is important is that we accept the fact of the existence of our course where it is, and consider ways to enrich it.

In this consideration it is to be hoped that no one will lose sight of his pupils. High school pupils are people and it is necessary to accept them as and where they are. The antithesis of this is to find a scapegoat and blame him for not doing a good job.

The college blames the high school, and the elementary school is blamed by the high school, and the elementary school in turn blames the parents. Despite the knowledge that this is the easiest way to defeat an educational program, it is a rather prevalent practice.

Because high school teachers are unwilling to accept all the pupils at the point where they are and are unwilling to start teaching from that point, human erosion continues to occur in our educational fields. Failure to keep up with the other members of the class is still the principal cause of drop-outs.

What has this fuss about accepting kids as

Mr. YOST, for 20 years, taught driving to high school pupils. He is now working with the Association of Casualty and Surety Companies. This article was excerpted from a paper he read at the 39th National Safety Congress.

and where they are and wash-outs from school to do with enriching the classwork? What is the direct connection with driver education? There are two binding blood relationships. In driver education, unfortunately they too often become bloody relationships.

The first relationship might be stated in the form of a question. For whom are we to enrich the learning in this class? For the teacher? Heaven knows that his pocketbook is in need of some, but the curriculum does not exist for the teacher. It exists for the pupils. For a selected group or for all of them? As educators we have been very glib about this and have given only lip service to a fundamental of our public system of education. For various excuses and by many means, selectivity and elimination occur. Hiding behind scheduling difficulties and other administrative expediencies is a form of scapegoat hunting. Seeking means to make our program more valuable cannot include ways of eliminating certain of our school population from the experiences in either phase of our course.

There exist in our field teachers who are looking for more valid tests of muscular coordination, of mechanical aptitude, of acuity of vision, and who are looking for a more reliable measure of desirable attitudes so that there will be a veritable pile of accumulated scores as evidence for saying: "We're sorry, but you will not be able to do the work in this course."

Guilty of Malpractice

The teacher who uses tests of muscular coordination, of mechanical aptitude, of acuity of vision, and who uses scores from an attitude scale for purposes of selecting pupils, is guilty of malpractice.

These are devices designed for diagnosis of pupils, not for sentencing them to exile.

They are means to determine the location of the point where the pupil is. They are no excuse for refusing to accept him at that point.

Does this mean that I actually think, really and truly, that every high school boy and girl should be enrolled in the complete course in driver education?

As calmly, deliberately, and emphatically as I can say it, the answer is YES.

Those who have no coordination, should they be included? Yes. Those who cannot see? Those who are slow, and those who have physical deformities? Yes. However they may be labeled—if they are in school—the answer must be YES. Rather than seeking some reason to keep them out of the course, I hope that today

we can go on record as seeking ways to make both phases of driver education attractive, meaningful and valuable to them.

I find the necessity to accept kids where they are and to recognize their needs for what they are to be a very obstinate idea. It is as stubborn as the baby who was determined to get his bottle or bust. This is the alternative choice we have. Either we enrich to make our course valuable to all our pupils, or we bust. This does not mean that we must attempt to have the licensing laws repealed nor does it mean that everyone, despite his mental, emotional or physical handicaps, should be taught to drive a car. It does mean that it is unfair to use these handicaps for exclusion from life experiences. It means that in the classwork and in the practice driving work there must be values for that part of our population which is mobile but which will never drive.

Is Drop-out Deterrent

Neither phase can be devoted entirely to the operation of an automobile.

The bond between driver education and drop-outs from school is equally binding. The present holding power of our schools is not even close to the percentage of our population that is licensed to drive the remainder of the population to their daily jobs. So far driver education appears to have a good record. In my experience I have not become familiar with one case where the pupil wished to drop the course after he had started it. I know of many pupils who postponed dropping out of school until after they had the coveted driver's license who, nevertheless, dropped out of school before graduation.

Driver education must be so wealthy in things high school kids value, so wealthy in understandings, skills and attitudes that it becomes apparent to all of them that they could not do so well for themselves outside the realm of organized education.

Has Right to Select

Understandings, skills, and attitudes are the U S A of value in education, and it is our job to make them the biggest value in the U.S.A.

How do we do it? Obviously there can be but two approaches. One is through the subject matter content, the selection of what the kids are to learn and the other is through the teaching methods, the selection of the processes by which the kids learn.

These rights of selection make teaching a profession. The teacher who blindly follows a pre-

scribed course of study, who teaches to meet the requirements of a standard test, who rigidly follows the sequence of a textbook is surrendering this right of selection to others who don't even know her kids. Subject matter and teaching methods are but tools and we cannot select, here today, the right tool for a particular job and hand to him. We can but offer an array for his selection.

One of my educational gods—of all my teachers one or two are still gods while many of the rest have become gods-hyphenated—proposed this formula applicable to the selection of method and content:

$$CC = (CL)^+ + (PL)^+ + (pl)^-$$

The translation is this:

CC stands for the curriculum components.

CL is the cruciality learnings.

PL is the probability learnings.

pl is the possibility learnings.

The plus exponent means more of this.

The minus exponent means less of this.

When applied to driver education the formula would work out along the following lines.

Explanation of Formula

The components of the curriculum, the single lesson would be equal to many cruciality learnings. What are cruciality learnings? Like not knowing how to swim—just once, not knowing how to stop the flow of blood—just once, not recognizing danger in the making—just once, not controlling anger—just once. These are cruciality learnings. Add more of them.

To cruciality learnings add plenty of probability learnings. Probably some day the pupil may buy an automobile and should know how to select a good used one and how to drive it economically. He may need to know what to do when it will not start and how to change a tire. He will need to know good rider behavior, how to counteract a driver's need to show off, how to converse without distracting. These are probability learnings. Add more of them.

Method of Learning Vital

Finally add some possibility learnings, but the exponent is minus. There is the possibility that someday it may be nice to know what a wrist pin does and who devised the first differential. Less of these luxuries of ice-box, cold storage facts that are nice to know but which we too often use only in teaching others to recite them.

This list of learnings is by no means complete. Those that were mentioned were mentioned only to illustrate and not because they rate

any favored position in their particular class of learnings.

There are cruciality learnings attached to processes by which pupils learn. William H. Kilpatrick has called them attendant learnings and he has said that often the way a fact is learned is more valuable than the fact itself. Democracy is a way of life. It is not an easy way. It requires a lot of living and a lot of learning in the ways of a democracy. Some social studies teachers, like the rest of us, teach the value of our democratic life but do it by autocratic methods. It is crucial to our democracy that our pupils learn through processes that are democratic. It is strange that the makers of our Constitution saw the values in a democratic form of government and it has taken the rest of us so long to see the values in a democratic form of education and business.

Even the old Romans had a word for it. *Curricule*, or race course, and the diminutive ending *-ulum*, make the little race course or curriculum. This was not an imitation of the *circus maximus* but a small bite of it. Not an imitation of life on the *circus maximus*, but a small course of the same life.

Cruciality learnings are both content and process. Crucial understandings are attached to crucial processes. As we decide what our democracy shall be, so our pupils should decide under democratic leadership what they will learn and how they will learn it. Thirty teachers to every class could be the result of pupil participation in lesson planning. And if there is any secret to enriching the classwork in driver education it is here. Only they know what they need to know and when they have had enough. If we are to cure the ills of the high school driver we must borrow the technique of the physician and ask the patient.

Nights Most Hazardous Minnesota Study Shows

Night-time driving accounted for only 25 per cent of Minnesota's 1950 traffic volume. But 46 per cent of rural traffic accidents in the state last year happened at night, according to a special study just released by the Minnesota Department of Highways. The department said driving under the influence of alcohol, exceeding the stated speed limit, and parking at improper locations were among the more frequent violations at night. Fifteen of the 16 fatal accidents resulting from collision with a fixed object occurred at night.

Regardless of Weather People Will Drive

by DONALD LOUCKS

DRIVER EDUCATION is a year around activity at Indiana University. Now the snows have come. Winter is here in earnest.

Pupils and instructors alike ask: "Shall we drive today? Is it safe to drive today?"

These were the questions asked again and again of C. Wesley Dane, director of the driver education program at Indiana University. His was the problem of deciding what was to be done with the behind-the-wheel phase of the driver education program now that winter was here.

Was all driving to be curtailed until the ice and snow had disappeared? Was driving to be limited to that which could take place in a protected area, safe from the dangers of treacherous streets? What was the best decision to make from the standpoint of both the learner and the instructor?

On the one hand it was necessary to consider the obvious fact that icy streets do present a hazard even for the experienced driver. At best beginners, especially women, are not abounding with confidence when learning to drive. The possibility was considered that the thought of controlling an automobile under hazardous conditions might discourage some of the learners and possibly result in emotional upsets.

On the other hand is the fact that the state licenses its citizens as automobile drivers without restricting the time the individual drives or the road conditions under which he may drive.

If the purpose of driver education is to prepare better drivers then the schools have the responsibility of assisting the learner to gain experience under a variety of driving conditions.

With these thoughts in mind and urged by a desire to see what would happen the director of the program decided to authorize unrestrict-



stricted teaching by his 26 driver education instructors. Each instructor was engaged in teaching one or more men or women to drive. No particular emphasis was to be placed on road conditions other than the usual classroom discussion covering the topic of driving under conditions imposed by winter weather.

It was November 4, when the first fall snow of 1950 fell in Bloomington. The temperature was below freezing. For the next 48 days the streets remained partially coated with ice and the temperature averaged in the high 20's. Six inches of snow fell on November 24 and the temperature dropped to -2° F. Driving instructions went on without interruption or restrictions during this unusual (for this area) weather period. Behind-the-wheel training actually took place on only 33 days since there is no week-end driving at Indiana University.

The reactions of the learners were interesting. Some, excited by the idea of braving the elements, eagerly awaited their turns. One was particularly pleased, saying:

"I am glad to learn to drive under these conditions for it will seem that much easier when I drive under normal conditions."

One instructor summed up that group's reaction:

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DONALD LOUCKS is an associate professor, The Florida State University, Tallahassee, Florida.



Committee Work Pays Off

by JOSEPH C. BELLINGER

A REINFORCED SAFETY program is paying off at Laney Trade and Technical Institute, Oakland, California, even though individual classroom safety programs had been in operation since the school started.

Two years ago safety was still the responsibility of each individual teacher. Today safety is an integral part of the curriculum of this public trade school.

Key to the current program is a faculty safety committee. When this committee went to work two years ago it established three objectives for a shop safety program:

Prevention of accidents in the shop.

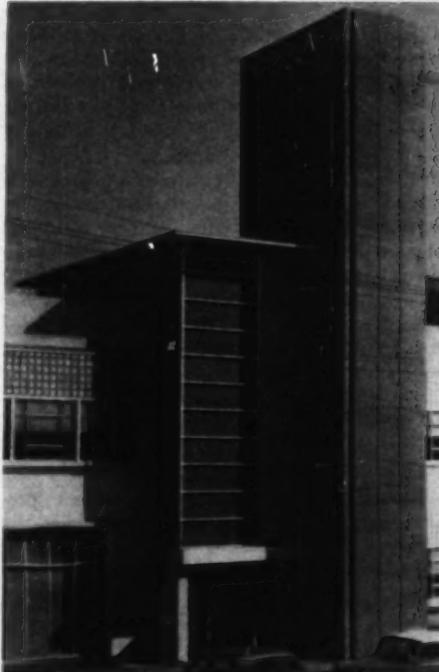
Safety training as a part of the trade.

Safety training as a part of everyday living.

In achieving these objectives the committee meets monthly to review all accidents. Members discuss accident causes and with each teacher work out remedies. Recommendations are made to the principal, Paul Thomas, who puts them into action.

The committee is composed of six teachers and one administration representative. All members of the committee have spent many years working in industry. They bring to the school

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extensive knowledge of industrial safety. Continued contact with industry is a part of their school responsibility and school safety procedures are kept in step with the best safety practices in industry.

Earl Spitzer, safety engineer with the California State Department of Industrial Relations, meets with the committee on occasion and keeps it informed on current state regulations and safety aids.

"This committee," says Laney's principal, "is guarding our safety program. Without it our school shop safety would be inadequate. Records show that, statistically, we are getting results from our 'revitalized' safety program."

The real heart of this program is not found in statistics. It is found in the school's complete awareness of what safety is and what it means to the worker.

The administration, the teachers and the students have a vital part in the program. Every person in the school has a definite responsibility in safety.

In the jargon of show business, Laney's safety slogan might well be "Everybody in the act." And under the roof of Laney's new million dollar building, there is a good safety show always in progress.

Fifteen different sideshows, you might say, form the operating sequence for this three-ring safety performance. Within the shop this fifteen point plan for doing the safety job is operating as follows:

1. An organized safety tour of the shop is given to each new enrollee.
2. Safety instructions—written and supplemented by teacher demonstrations—for each piece of equipment are given to each student prior to his use of the machine.
3. All students take a safety test which they sign.
4. Assignment and information sheets contain safety precautions.
5. Individual assignment sheets on safety are used.
6. Safety posters and cautions are placed appropriately throughout the shop.
7. Shop safety committees composed of students are appointed and used.

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Practice and theory, both are emphasized in the classes at Laney Trade and Tech.



twenty-four states report

School Bus Accidents Kill 27, Injure 864

by MARIAN TELFORD

TWENTY-SEVEN SCHOOL bus passengers were killed and 864 school bus passengers received non-fatal injuries during the last school year according to reports from 24 states in the 1950 Annual Inventory of State Traffic Safety Activities. Reports from the remaining 24 states were not sufficiently complete to permit tabulation to be made at this writing.

The 24 states reported 2,105 accidents. The reports covered 63,399 school buses owned and operated or under contract to boards of education. The buses transported 3,466,192 pupils.

Fifteen of the 27 fatalities, approximately 55 percent, and 109 of the 864 non-fatal injuries, more than 11 percent, happened to pupils struck while crossing highways enroute to or from the school bus.

Four passengers, other than pupils, plus 17 school bus drivers received non-fatal injuries. There were nine deaths and 97 non-fatal injuries to "others." In every case in which information was stated, these "others" were drivers of, or passengers in, motor vehicles involved in collisions with school buses.

Five types of school bus accidents were reported:

1. Collisions between school buses and other types of motor vehicles.
2. Collisions between school buses and railroad trains.
3. Other types of collisions, such as those between school buses and fixed objects—bridge abutments for example.
4. Non-collision accidents.

5. Accidents to pupils struck by passing motor vehicles while the pupils were crossing highways to board, or alight from, school buses.

An analysis of all phases of school transportation shows that if pupils are to travel safely in school buses, close attention must be given to the following:

I. The type of vehicle in school service.

Recommended vehicle types are detailed in *Minimum Standards for School Buses*, 1948 Revised Edition. These standards are an outgrowth of a national conference staffed by the National Commission on Safety Education of the National Education Association and were freely participated in by school transportation specialists, school bus body and chassis manufacturers, traffic officials and safety leaders. In the development of these standards practical experience with the recommendations of earlier conferences was fully utilized.

According to the 1950 Inventory reports, the currently recommended standards or their equivalent have been adopted in 45 states. Copies of *Minimum Standards for School Buses* may be ordered from the National Commission on Safety Education of the NEA.

II. A Sufficient number of standard vehicles.

"A seat for every pupil passenger." That was the simply stated specific goal preceding World War II. Wartime shortages forced the abandonment of this goal. There is evidence that it was not vigorously pursued following the war. Now, shortages resulting from the materiel

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demands of national defense may make the pursuit of this goal impractical. The loading of vehicles above their manufacturer's rated capacity is permitted in many localities. Some state officials have reported that an officially-permissible overload of 10 or 15 percent has resulted in an actual overload, in some localities, of 15 or 20 percent.

It would seem unnecessary to substantiate in specific detail the general assertion that overloading should be rigidly controlled.

III. Trained, supervised school bus drivers.

It is difficult to overestimate the contribution to safe school transportation of drivers who are well trained, skillful, in good physical condition, capable of establishing and maintaining good relations with both the pupil passengers and their parents.

Irrespective of the type and condition of the vehicles they operate, skillful drivers can minimize the possibility of accidents by observing both the general rules of the road applying to all motor vehicle operators and the specific statutes and regulations pertaining to school transportation. They can, for example, observe the traffic signs and signals installed to aid all drivers and they must observe the special school bus signs such as those requiring school buses carrying pupils to come to a complete stop at grade crossings.

The desirable driver is not only physically fit and experienced in the handling of his vehicle but he has a desirable attitude toward his job. He is aware of his great responsibilities. He takes advantage of opportunities for special training and he cooperates with supervisors whose sole aim is to aid him in the first class performance of his job.

Skillful drivers can, to a considerable degree, compensate for short-comings in all other aspects of safety in the program. They can, for example, take unusual care in the operation of a vehicle they know to be sub-standard.

They can, too, negate the effort to safeguard pupils even though the vehicles provided meet all recommended standards, if they operate those vehicles carelessly.

IV. Safety-educated pupil passengers.

School bus riders need help in recognizing their individual and group responsibility for safety. As indicated by the statistical data above, they are in particular need of guidance and training on how to cross highways while enroute to or from a school bus loading zone.

It is recommended that all pupil passengers desiring to cross the highway should, after

alighting from the bus, stand in front of the bus until the school bus driver or safety patrol indicates that a safe crossing can be made.

The organization of school bus safety patrols is recommended. These recommendations were developed at the 1945 National Conference on School Transportation and were reaffirmed at the 1948 conference.

V. Standard, well-publicized and continuously enforced legislation governing the actions of motorists approaching school buses stopped to load or discharge pupil passengers.

Conceivably a properly trained pupil might be killed or injured by a motorist who was passing a school bus without taking due care for the safety of the bus passenger. In 1948, therefore, the Uniform Vehicle Code was revised to recommend that the states enact legislation requiring motorists, approaching a school bus from either direction, to stop if the school bus was stopped for the purpose of taking on or discharging passengers and to remain stopped until the bus resumes motion or the bus driver signals the motorist to proceed. A special provision for multiple lane highways was written into the recommended code.

The so-called Stop Law had been enacted in many states prior to the 1948 revision of the Uniform Vehicle Code by the National Committee on Uniform Traffic Laws and Ordinances. Latest reports indicate that the code recommendation has been enacted into law in 39 states.

Much work has been done in every major area of safety in school transportation. The results of some of this effort have been summarized above. There is not the slightest doubt that vehicles in school service have been improved during the last few years. There is ample evidence that education and traffic authorities are making a joint attack on the hazards confronting the individual school child crossing the highway enroute to or from the school bus.

But less impressive evidence is available to show that comparable progress has been made in the standards for selecting and training school bus drivers. There has been one national conference on the subject. Out of it came *Standards and Training Programs for School Bus Drivers*, a 1949 publication of the National Commission on Safety Education of the NEA. This 24-page manual contains the following major sub-sections:

Standards for School Bus Drivers

Training Programs for School Bus Drivers
to page 36

Youth's Death Rate Double Children's

WHAT'S WRONG WITH safety education? The accident death rate of 56.7 per 100,000 population of the 15-24 year age group for 1950 is more than twice the 22.4 rate for the 5-14 year age group. The death rate for motor vehicle accidents for the older group is more than four times the death rate for the same cause for the younger group. The death rate for all other accidents for the 15-24 year age group is one and one-half times greater than for the 5-14 year age group.

ACCIDENT DEATH RATE PER 100,000 POPULATION, 1950

	5 to 14 Age Group	15 to 24 Age Group
All accidents	22.4	56.7
Motor vehicle	8.5	35.4
All other accidents	13.9	21.3

What's wrong with safety education that there is no greater carry-over from the learnings of the elementary school child—the 5-14 to page 22

A Comparison of the Accident Death Rate¹ of Three Groups Taken at Ten-Year Intervals

Age	A. 1937 to 1947			B. 1938 to 1948			C. 1939 to 1949		
	1937	1947	Change	1938	1948	Change	1939	1949 ^a	Change
<u>All Accidental Deaths</u>									
All Ages ^b	83.4	67.6	-19%	73.3	65.3	-11%	71.1	59.5	-16%
5 to 9	34.0			30.2			28.8		
15 to 19		51.3	+51%		49.8	+65%		46.2	+60%
<u>Motor-Vehicle Deaths</u>									
All Ages ^b	31.2	22.9	-27.0	25.3	22.3	-12%	24.8	22.3	-10%
5 to 9	14.9			12.8			12.1		
15 to 19		27.0	+81%		27.7	+116%		26.4	+118%
<u>Non-Motor-Vehicle Deaths</u>									
All Ages ^b	52.2	44.7	-14%	48.0	43.0	-10%	46.3	40.5	-12%
5 to 9	19.1			17.4			16.7		
15 to 19		24.3	+27%		22.1	+27%		19.8	+19%

¹Rates are given per 100,000 population of the stated age group.

^aThe 1949 rates are not entirely comparable with those for 1939 due to changes in death classification methods. However, the effect of the changes is not large.

^bThe all-ages rates are standardized, to minimize the effect of changes during the decade in the age distribution of the population.

Assess Causes for Lack of Carry-Over

by BILL ANDREWS

by JAMES W. MANN

I SUPPOSE I CAN CALL myself a safety educator—at the adult, non-classroom level. For about six years I've been trying to learn how to reach the hearts and minds of the million-odd readers of the nine magazines published by the National Safety Council.

In almost all branches of safety work we face a real problem when we attempt to establish a carry-over of safety from one field to another. It is, apparently, possible to teach people to live safely in the environment of the elementary school and its approaches. We know from repeated examples that it is possible to teach people to work safely in an industrial environment—even when that environment contains a number of specific hazards of serious proportions.

We have not, it seems, learned how to teach the grammar school child so that he goes into his adolescence and early adult years with enough broad understanding of the accident problems of these later years. And we have not yet learned very much about the ways to train the industrial worker in safety principles so that he is, at home, on the beach or on the street, as safe a person as he is on the job.

turn to "Andrews"
following page

THE QUESTION OF carry-over in safety education resolves itself basically into such educational and psychological questions as: "What learnings persist?" and "How to promote the carry-over of learnings?"

From what we know about the transfer of learning, we realize that the strength of transfer depends pretty directly on the similarity of elements from one situation to another; also on the favorableness of feeling generated in the original learning experience.

Suppose we examine a definite learning situation in safety and see its application. Safe bicycle riding is partly a matter of specific skills and partly a matter of attitudes. No child is safe on a bicycle on a street unless and until he has learned physically to handle a bicycle easily and with certain skills. These are specific skills relating only to bicycles. Beyond this, however, a child may have all the skills he requires yet still ride carelessly—stunt, weave in and out of traffic, ride someone on the handlebars and be generally thoughtless with regard to the automobile traffic surrounding him.

If, however, while learning the skills of riding, he also comes to feel responsible for his bicycle as a man

turn to "Mann"
following page

Andrews

from page 17

There is an interesting parallel between the school and the industrial situation that may be significant. In each, the individual is exposed to a highly concentrated barrage of specific safety information backed, in most cases, by a rigorous custodial supervision and by some care for his physical environment. For the school child the protector is the administrator, the parent, the teacher and the safety patrol. In the factory the protector is the foreman, the manager and the safety department.

I do not believe it is a real sign of failure that we apparently have concentrated on teaching the child and the worker certain narrow concepts of safety. Certainly, protection of these people in the environment in which we meet them is of major importance. And certainly the progress made in their protection is a social gain.

But it is also clear that what we have done is not enough. A half loaf is better than no bread, but it is still starvation rations.

My own belief—and this is a matter of belief in support of which I can marshall no impressive proofs—is that we must do two safety jobs at once, safety jobs so different in purpose that they demand radically different techniques of teaching.

I think that safety for the child and safety for the industrial worker at work must be taught in terms of specific situations, specific responses. We can, because we supply environmental and supervisory protections, limit our safety instructions to a fairly few major points and hit and re-hit these few.

Clearly, we cannot hope at either the adult or the child level to provide anything like this concentrated safety instruction which would cover the whole range of activities in the lives of those we teach. We must, I believe, find a common denominator of all safety problems, strike hard at that, having faith that if this common denominator is grasped it will provide a basis on which the individual can solve almost any accident problem.

I'll stick my neck out and say, in all seriousness and earnestness, that I think the common denominator is a matter of morals.

It is a banal remark, but nonetheless a true one, that the average American becomes a heel behind the wheel of a car. The ancient virtues of faith, hope and charity give way to

the ancient sins of greed, envy, anger, arrogance and sloth.

Very much the same thing happens when Mom is busy keeping house or Pop starts making like the household mechanic. A deeply prideful conviction that they are immune to harm, a callous disregard of others' welfare, a slothful failure to think out a safe method or to use it even if known—these are the mental states productive of accidents.

We can never hope to supervise these people, to protect them in their environments except in certain public situations which do not loom very large in the total accident picture.

We must find a way to evoke a response, an essentially moral response. It is the response of the person humble enough to accept good advice, responsible enough to act prudently, sufficiently full of the love of his fellowmen to care deeply whether or not he endangers them.

I don't think that the classroom teacher can do this job alone. Or the National Safety Council. Or employers. Or the churches.

But I suggest that it is up to us in all of these categories to accept the challenge (the toughest of all human challenges) to try to remake the hearts and souls of men so that in their times of comparative freedom they are truly fit, by their basic decency, to live as social beings in a world which has enormously multiplied the power that every man can use for good or evil.

BILL ANDREWS is editorial director of the National Safety Council.

Mann

from page 17

chine, for his own safety and for that of others, he is on the way to becoming a safe rider and a safe citizen. And if, particularly, he acquires a positive emotional set toward being responsible for the safety of others, if he enjoys that responsibility, he may in later life be a more responsible automobile driver. Here, then, is carry-over which persists and is effective.

The lesson for us teachers is to make the learning of safety skills not only clear-cut and thorough, but in addition to make them dramatic, positive and emotionally wholesome.

Here is one hopeful lead toward cutting down the increased accident rate in the higher age level.

JAMES W. MANN is principal of the Hubbard Woods school, Winnetka, Illinois.

LETTERS

National Safety Council
Chicago, Illinois

Gentlemen:

Early in October we received the attached poster (S-9309-A, Control FIRE, showing a boy and an adult burning leaves in a trash burner.—Ed.) and used it in our school corridors.

Now that it has served its fire prevention purpose, I should like to register a vigorous objection to the idea that leaves should be burned. As a conservationist I would suggest that all leaves be used as a mulch or for fertilizer but never be consumed by fire. If we don't do something about maintaining the fertility of our soil, fires probably can't do much more damage.

Sincerely yours,

OLIVER C. SAND
Principal,
N. Fratney St. School
Milwaukee 12, Wis.

School and College Division
National Safety Council
Chicago 11, Ill.

Gentlemen:

We are pupils of the sixth grade in Longfellow School. We had a true and false test from the Upper Elementary Safety Lesson Unit (for October). We did not agree on number two. "To put out a grease fire in a skillet, put on the lid." We thought it was false and you had the answer down as true. Here is why we thought it was false, if the flames were too high and you tried to put a lid on, you would burn yourself. We thought it was better if you put baking soda on the fire. Would you please write back and give us your reactions on our opinion.

Sincerely yours,

PATRICIA KULWICKI
Correspondence Secretary
Sixth Grade Class Club
Milwaukee, Wis.

Fire safety experts at the National Safety Council agree with Miss Kulwicki that in many instances using baking soda to extinguish the fire would be preferable to smothering it with the skillet lid. But how about the high cost of meat?

British Have Museum for Teaching Safety

BRITAIN IS BRINGING to a close a year-long intensive effort to reduce its annual traffic toll of 205,000 persons. Behind the nation-wide drive of propaganda and demonstrations is the Royal Society for the Prevention of Accidents, a voluntary organization sponsored by the government. Cooperating with the ROSPA, in its effort to reach every road user from heavy vehicle driver to school child, are most local highway authorities and educational, industrial, transport and welfare movements.

Near Hyde Park Corner, London, is ROSPA House, a unique road safety exhibition which has been praised by experts from all over the world.

With models, displays and gadgets ROSPA's instructors teach school children road safety and show beginning drivers how to lessen highway risks. Since, on the average, three children are killed every day on Britain's roads, ROSPA specializes in its appeal to children using every available media—clowns to comic books—to tell the story.

The society works through local committees to keep up a non-stop flow of propaganda. For more than 30 years ROSPA has awarded medals and certificates for safe driving in annual competitions. About 560 drivers hold the society's bronze cross for 25 year safety records.

Public Safety Activities

ROSPA, like the National Safety Council here, is concerned with safety at home and at work as well as on the highway. Eight thousand persons meet their death accidentally at home every year in Britain, a situation which women's organizations have been persuaded to tackle. Local home safety committees decide on educational methods and even offer suggestions to architects and builders on the design of safer homes.

Industrial groups deal with safety at work and the society holds an annual national industrial safety conference. In the United States the conference is called the National Safety Congress and combines all phases of safety—home, industrial, school, traffic.

In Britain, as in the United States, a major effort is made to teach safe practices to school children so that, no matter what the person may do later, he will do it safely.



Coco, a clown who spends much of his time teaching safety to Britain's school children, tells this group that 3,000 persons are killed annually in British highway accidents.



How to handle your car so the other driver can't never you into an accident is taught with this Miles to which with its mock-up car and screen, simulates the

Britons Learn

It's fun to learn, this boy's face seems to say as he takes a rider's test. All photos from British Information Service.



Bicyclists, too, face sudden hazards. The time and distance required to stop from a stated speed are shown on dials.

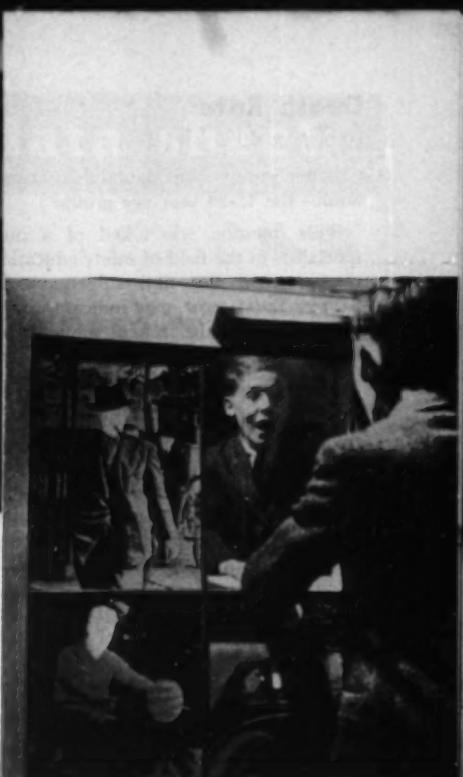


Aff
Cor
He



Who are
these
people?

Who is the careless person—pedestrian, motorist, cyclist—who may become an accident victim? At ROSPA House you may find out by pushing a button.



Accidents don't happen—they are caused. One of the causes which may injure you is seen when you look in the mirror.



... movie each Saturday at ROSPA House. Safety Clown has a question period. Coco! The young lady has something to say!



Under the table, on which is painted a model intersection, are magnets to move the cars, bicycles and pedestrians. Coco, the clown, has posed a puzzling problem in safety.

Death Rate

from page 16

year age group—into the adolescent and young adult—the 15-24 year age group?

This question was asked of a number of specialists in the field of safety education. Their responses, in this and subsequent issues of **SAFETY EDUCATION**, may indicate what changes or additions in the present methods of attacking the safety problem may be fruitful.

In response to the request of Zenas R. Clark, Wilmington, Delaware public schools, the table at the bottom of Page 16 was prepared.

This table compares the accident experience of the 5-9 year age group in 1937 with the experience of the same group ten years later when they are in the 15-19 year age group. The study is repeated for 1938-1948 and for 1939-1949. The three years were selected for the following reasons: 1949 is the most recent year for which National Office of Vital Statistics are available, the NOVS figures are necessary for the five-year span in the age grouping; the years earlier than 1937-1947 were not included because of the abnormal conditions concurrent with the war. It was believed that the three years selected gave the study sufficient validity to establish the fact that the 15-19 year age group does have a higher accident rate. That although there are several questions which might be raised and which could not be answered within the scope of the study, the main question relating to carry-over is established. The statistical division emphasizes the fact that a valid comparison cannot be made between the change in rates for the all-ages group and the groups for the specific years.

The table was prepared by A. D. Battey, statistician for the National Safety Council, who comments:

The all-ages death rates are included only to indicate changes in the general level of accident occurrence, against which the change from 5-9 to the 15-19 rate can be reviewed. For example, was the increase from the 5-9 rate in 1937 to the 15-19 rate in 1947 due in part to an upward trend in the general death rate? The per cent change in the all-ages rate merely shows the direction and extent of the trend. It should not be compared to the per cent change from the 5-9 rate in the earlier year to the 15-19 rate in the later year, for this per cent measures the change, with increasing age, in the accident experience of the same group of individuals.

Some readers may take the point of view that the change in the rate for 5-9 to the rate for 15-19 reflects only the change from less hazardous activities to more hazardous ones, or greater length of exposure to the more serious hazards. It is the writer's contention that if the children retain the habit of acting safely, the increase in the death rate should be small even though more serious hazards are encountered. The increase of 20-25 per cent in the non-motor-vehicle death rates in the presence of a downward trend in the all-ages rates is perhaps a more striking illustration of the point than the much larger increase in the motor-vehicle death rate because the exposure to motor-vehicle accidents is known to be greater for the 15-19 group than for the 5-9 group. However, the size of the motor-vehicle death rate increase is great enough to throw doubt on the proposition that the increase reflects greater exposure to more serious hazards, rather than to a change in attitude.

Margoulies to Carve Women's Safety Award

Women's achievements in traffic safety will find symbolic expression in a bronze statue by sculptor Berta Margoulies, according to Mrs. George W. Jaqua, vice president for women's activities of the National Safety Council.

The statue, representing women's protective instinct, will be cast in bronze and presented along with a \$1,000 United States defense bond to the American woman selected as the winner of the newly-created Carol Lane award, Mrs. Jaqua said.

The Carol Lane award, named for the women's travel director of Shell Oil company which established the grant, is being administered by the National Safety Council.

Safety chairmen of the National Congress of Parents and Teachers, the General Federation of Women's Clubs and the National Federation of Business and Professional Women's Clubs are among the award judges.

What the best and wisest parent wants for his own child, that must the community want for all of its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our democracy.—John Dewey. *School and Society*, p. 19.

Winter Walking

THE PROBLEM

1. Walking in winter is beset with a number of special hazards. Pedestrian-motor-vehicle accidents reach their peak frequency in December and remain high through the winter. While reliable statistics are lacking, common knowledge justifies the statement that non-motor-vehicle accidents to walkers are also high during the winter months, primarily because of slippery surfaces.

PROTECTION OF SURFACES

2. The best protection against slips and falls in winter walking is the elimination of slippery surfaces.

3. Where possible, snow and slush should be removed from sidewalks, outside stairs and paths before it is trampled and frozen into a solid mass.

4. If ice forms and cannot immediately be removed, sand, gravel or fine cinders should be sprinkled on the surface.

5. The effectiveness of these abrasive materials can be increased by mixing with them either sodium chloride (common salt) or calcium chloride, in proportions of about 1 pound of either salt to a 3-gallon pail full of the abrasive material.

6. Sodium chloride alone may be applied directly to ice surfaces. This will melt ice except in extreme weather (below -6° F.) and will act as an abrasive when the temperature is too low to allow melting. From one-half to three-quarters of a pound of salt should be used per square yard of surface.

7. Outside stairs may be protected from snow and ice by canopies or eaves. However, faulty gutters on overhanging eaves may drench the steps during thaws, leading to accumulations of ice when the temperature falls again. All gutters above stairs should be checked frequently for leaks and clogging.

PERSONAL CONDUCT

8. A large degree of protection against slips and falls, even on slippery surfaces, can be attained by proper personal conduct.

9. Care and attention to the walk ahead will permit the walker to avoid many danger spots.

10. A moderate walking pace, with the weight well balanced, will minimize the danger of falls.

11. Handrails should always be used on outside stairs, and even on inside stairs, particularly in schools or other public buildings. Entrance halls and stairs may have a coating of slush and melted snow tracked in from the outside.

12. The walker should always make it a habit to inspect stairs and walks as he leaves the house. Many accidents occur when a person fails to notice that he is leaving secure footing for a slippery surface.

13. If a slip occurs, there are still ways to minimize extent of the injury. Instead of tensing himself in a violent effort to keep from falling, the walker should try to relax when his feet slip. Usually he will slump to the ground with weight distributed between thighs, hips and hands. In falling forward, injury is less likely if the walker uses a "roll" motion, such as that learned by football players and acrobats. In a backward fall, danger is less if the walker goes limp and lands with his weight divided between shoulders, hips and hands. Even a fall on stairs is less likely to cause injury if the walker relaxes as he falls.

14. When entering a building, always clean feet carefully. Entirely aside from the house-keeping reasons for this, an accumulation of slush on the sole of the shoe is likely to cause slips and falls in the house.

15. The walker should remember that wet ice and wet, hardpacked snow are more slippery when wet than they are when dry.

PEDESTRIANS AND MOTOR VEHICLES

16. About one-ninth of all pedestrian fatalities in traffic accidents occur in one month, December. There is a marked concentration of such accidents in the hours just before and just after sundown.

17. This concentration of accidents by month and time is noted particularly in cities. In 1950, 63 per cent of all fatal pedestrian traffic accidents occurred in cities while only 29 per cent of all fatal traffic accidents were urban.

18. Children under the age of 15 are far more likely to be killed in pedestrian traffic accidents than are people of any age group below 45 years. Among children under 15, about twice as many boys as girls are killed in these accidents. Among older people, there is an even greater difference between the pedestrian accident experience of men and women.

SPECIAL HAZARDS OF WINTER

19. The fact that the pedestrian traffic death rate is high in winter is an indication of special hazards, since motor-vehicle mileage is lower than in other months.

20. Several factors undoubtedly combine to make these months hazardous, though it is not possible to give exact relative weights to these factors.

22. One factor of great importance is the same one discussed under the walking accidents—the slipperiness of street surfaces. A car traveling at 20 miles an hour can be stopped in 43 feet on dry concrete, but needs 97 feet on packed snow and 205 feet on glare ice. This means that unless a driver is extremely cautious, he may find himself unable to stop in time in an emergency. Slippery streets also make it difficult for the pedestrian to move quickly. And his judgment, as well as that of the driver, may be faulty in estimating where a car will stop.

23. The heavy concentration of pedestrian accidents in the hours of dusk and early darkness suggests strongly that poor visibility contributes to such accidents. In winter especially, visibility is often seriously impeded for both drivers and pedestrians. The driver often looks through a steamed or frosted windshield, or one covered with snow, through which even good wiper blades may cut only a small hole. Side windows, through which a driver often gets a useful view of pedestrian traffic, have neither wipers nor defrosters, and are often badly obscured. Pedestrians, on the other hand, are often heavily bundled against cold, snow

or rain, and umbrellas and high collars may obscure their view.

24. The Christmas shopping season seems to be productive of many pedestrian traffic accidents. Large number of people are on foot in heavily congested areas. Their attention is diverted from traffic by the sidewalk congestion, by store windows, and by concentration on their main concern—shopping. Heavy loads of bundles often distract the walker and sometimes even block his view of where he is going.

25. In the holiday season, there is always a substantial increase in the consumption of alcoholic beverages. It should be emphasized that long-term statistics show that the pedestrian under the influence of alcoholic liquors is just about as likely to be involved in an accident as is the motorist.

26. Though it is probably true that children spend fewer hours on streets in winter than in summer, certain of the children's activities in winter are of a particularly hazardous type.

27. Sledding in streets, though condemned by all safety authorities, is a very common practice. A sled is not easy to control or to stop. It is not a large, conspicuous object for a driver to notice. The best sledding weather is, of course, precisely that weather which produces the kind of slippery streets which make it hardest for the motorist to stop or even steer accurately. The result is a large number of serious accidents directly resulting from street sledding.

28. The extreme hazard of towing a sled behind a car should be stressed repeatedly, for the attraction of this activity to children (and some misguided adult motorists) are very strong.

29. Many sledding accidents result from a child's coasting down a driveway into the street. If there are hedges or parked cars, or if visibility is impaired by darkness or bad weather, the motorist seldom has any warning that the child is about to shoot out ahead of him.

PREVENTION OF PEDESTRIAN TRAFFIC ACCIDENTS

30. The statements above practically write out the means of preventing the accidents caused by the hazards described.

31. When visibility is obscured, both drivers and pedestrians should allow a much greater margin of safety at all times.

32. Both drivers and pedestrians must realize that slippery streets may make quick

to page 39

13 College Choirs on Green Cross Song Fest

Thirteen college choirs, each presented by a chapter of the National Safety Council, have been booked for the third annual NBC musical series, "Green Cross Song Festival."

The series will be broadcast, from 11:45 a.m. to 12:00 noon EST, each Sunday beginning January 13.

The Fisk Choir and Jubilee Singers of Nashville, Tenn., will inaugurate the series. The choir will sing under the auspices of the Tennessee Safety Council. Gordon Browning, governor of Tennessee, and Ned H. Dearborn, president of the National Safety Council, will appear on the initial program. Miss Judith Waller, director of Public Affairs and Education, Chicago office of NBC, arranged the details of the series with Dan Thompson, the council's radio director.

Additional choirs will be booked as soon as possible.

The theme of the third Green Cross series is that driving is a privilege that ought not to be abused. State and municipal officials or safety leaders of each host city have been invited to participate.

The schedule of broadcasts for the series follows:

DATE	CITY	CHOIR
Jan. 13	Nashville, Tenn.	Fisk Choir and Jubilee Singers
Jan. 20	Denver, Colo.	University of Colorado
Jan. 27	Los Angeles, Cal.	Los Angeles City College
Feb. 3	Fort Wayne, Ind.	North Manchester College
Feb. 10	Spokane, Wash.	Gonzaga University
Feb. 17	Des Moines, Iowa	Drake University
Feb. 24	Syracuse, N. Y.	Hendrick's Chapel
March 2	Kansas City, Mo.	St. Teresa College a cappella Choir
March 9	Oklahoma City, Okla.	University of Oklahoma
March 16	Cincinnati, Ohio	University of Cincinnati Glee Club
March 23	Pittsburgh, Pa.	Pittsburgh Glee Club
March 30	New Orleans, La.	Xavier University Choir
April 6	Phoenix, Ariz.	Choral Union of Arizona State College

AAA Announces Eighth National Poster Contest

The American Automobile Association announces its eighth national traffic safety poster contest. The contest is open to any bona fide student currently attending a public, parochial, or private elementary or secondary school regardless of grade or age. Posters may be submitted by an individual or by a group or class.

The contest has been approved by the national contest committee of the National Association of Secondary School Principals of the National Education Association.

To make his own parishioners more safety conscious the Rev. Mr. W. Jepson Phillips, St. Stephen's parish, Rosslyn Hill, England, recently held a special church service on safety.

"The toll of road deaths will only be eliminated when it is raised to the level of a moral issue," the Rev. Mr. Phillips is quoted as saying by Safety News, the journal of the Royal Society for the Prevention of Accidents.

This special service, he states is an opportunity to remind ourselves that safety—reverence for life—is a moral issue on which the Christian takes a firm stand.

"It is a Christian duty."

AAHPER Asks Millions for Health, Safety

A BILL TO PROVIDE \$75,000,000 federal subsidy for school health, safety instruction and physical education, the total to be disbursed over a period of five years, was on the agenda of a National Education Association meeting scheduled to be held in Washington, December 19.

Other items on the agenda were the federal aid for education bill, scholarship subsidies, priority allocations for schools, and the problem of new school construction.

The bill to subsidize safety education, HR 5853, was prepared by the legislative committee of the American Association for Health, Physical Education and Recreation, Harold K. Jack, chairman, and was approved by the NEA legislative commission.

The bill, introduced in the House by Congressman J. Percy Priest (Dem. Tenn.) would authorize the appropriation of federal funds to assist the state and territories in "extending and improving" their programs of health, safety and physical education instruction for all school-age children in the public elementary and secondary schools.

The measure, which was referred to the House Education and Labor Committee, would provide for federal expenditure of \$15 million per annum for five fiscal years, with each state receiving a minimum of \$50,000 and the Virgin Islands \$10,000, with the remaining funds to be allocated among the various states in accordance with the relationship of the rural population of each state to the total rural population of the United States.

In order to qualify, the states must not reduce their expenditures from state and local sources for these purposes. The program would be administered on the state level by the state departments of education and on the federal level by the United States Commissioner of Education.

H.R. 5853 was introduced in recognition of the fact that "the health and physical well-being of the people are essential for the strength

and security of our Nation," and that such legislation would be "one essential measure of national defense, security and welfare."

Other members of the committee which prepared the bill include: E. R. Abramowski, C. J. Alderson, George W. Ayars, Theodore J. Bleier, Ruth V. Byler, Milo F. Christiansen, Dorothy Davies, Leah J. Gregg, Willard N. Greim, Paul Landis, George Sirnio, and David P. Snyder.

COMING EVENTS

January 25, St. Louis
National Citizens Commission for the Public Schools.

February 7-10, Boston
National Conference NEA Department of Audio-Visual Instruction.

February 8-14, Boston
Association of Supervision and Curriculum Development.

February 16-20, Cincinnati
Annual convention, National Association of Secondary School Principals, central district.

February 21-23, Chicago
American Association of Colleges of Teacher Education.

February 22-25, St. Louis
Annual Meeting, NEA Department of Rural Education.

February 22-23, St. Louis
NEA Department of Elementary School Principals.

February 22-23, St. Louis
National School Boards Association.

February 23-27, St. Louis (Regional)
American Association of School Administrators.

March 8-12, Los Angeles (Regional)
American Association of School Administrators.

April 5-9 Boston (Regional)
American Association of School Administrators.

April 6-10, Los Angeles
American Association for Health, Physical Education and Recreation.

April 16-19, Chicago
National Conference on Higher Education.

April 18-19, Hershey, Pa.
Pennsylvania Highway Safety Education Association.

April 23, Bridgeport, Conn.
Connecticut Industrial Safety Conference.

October 20-24, Chicago
40th National Safety Congress and Exposition.



Lower
Elementary

Safety Lesson Unit

January, 1952

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies and safety

Doorway to Safety

SCHOOL SAFETY

What Kind of a School Do We Have?



Copy and
Underline the true sentences

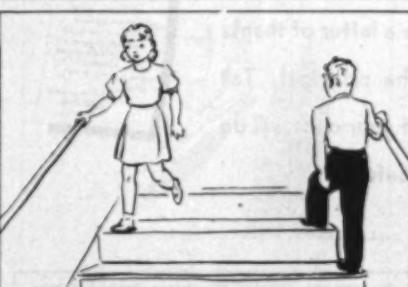
In Our Classrooms

We put away the things we use.
We keep our feet under our table.
We throw things to other pupils.



During Fire Drills

We walk quietly.
We laugh and talk.
We keep in line.



In Our Halls

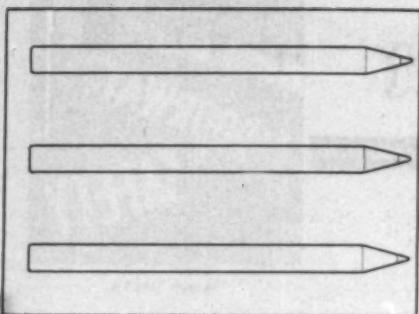
We keep to the right.
We run.
We go down stairs slowly.



Sketch 9315A

Prepared under the direction of Helen Halter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y.; and Forrest E. Long, professor of education, New York University, New York, N. Y. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

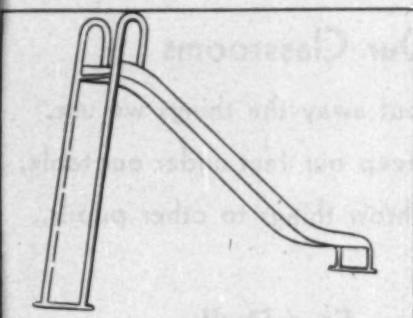
Reading, Counting and Coloring Project



Here are _____ pencils.

Color them red or blue.

Don't run with pencils in your mouth.



Here is _____ slide.

Put five steps on it.

Color it green.

Always climb the steps to get to the top of the slide.



Things to do.

Where is the danger?
Be a detective and
tell how each can be
dangerous.

Half-glass door

Snowball

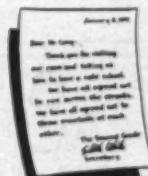
Drinking Fountain

Rock

Fence

Aisle

Ask the principal to tell you what things have caused accidents in your school. Then write a letter of thanks to the principal. Tell what your class will do for safety.





Upper
Elementary

Safety Lesson Unit

January, 1952

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies and safety

The Doorway to Safety

SCHOOL SAFETY



Sketch 9315A

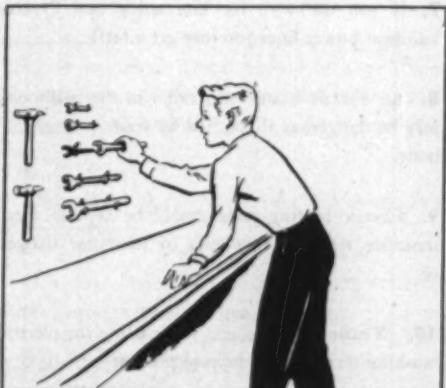
Is It a Safe School Practice? You Be the Judge.



1. Yes No



2. Yes No



3. Yes No



4. Yes No

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A Safety Writing Project

Copy and

On your own paper complete the following sentences

Pushing may cause _____



If someone pushes
on the stairs _____

If someone pushes
during fire drill _____

If someone pushes at the fountain _____

Running may cause _____



If someone runs down
the corridor _____

If someone runs with
shoelaces untied _____

If someone runs backwards towards
a wall or fence _____

Handling sharp objects may cause _____



If someone throws a rock _____

If someone runs with a pen
or pencil _____

If someone runs with a compass,
open knife, or scissors _____

A Science Lesson

Electricity and Safety

Copy and

Fill in the blanks

1. If you see a fallen wire, be careful not to step on it or _____ it.

2. If you want to help someone knocked unconscious by electric shock, don't touch him if he is touching the _____. Dry wood or some other nonconductor must be used. It is best to call for _____.

3. The possibility for electric shock is greater when the hands or feet are _____.

4. Lightning is more apt to strike a _____ tree than a grove.

5. If you suspect that a short circuit has caused a fire, do not attempt to extinguish the blaze with _____. The current may follow the flow and _____ you.

6. Don't stand near a wire fence during an electric storm, unless the fence is _____. Electricity may follow it.

7. If you use wire for kite string and fly the kite near power lines you may get a fatal _____.

8. An electric heater or a radio in the bathroom may be dangerous if touched by your _____ body.

9. Electric heating pads should be kept in their moisture resistant envelopes to minimize danger of _____.

10. Wearing _____ while using the electric washing machine will help to prevent _____.

Answers: 1. This is a Safe Writing Project; 2. No; 3. Yes; 4. Yes; 5. Safety Writing Project; 6. Any sensible answer; 7. shock; 8. damp; 9. single; 10. rubber, shock; 11. wire, help; 12. touch; 13. water; 14. electric and safety; 15. Yes; 16. No.



Junior High Safety Lesson Unit

January, 1952

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, social studies, guidance and home room

When You Cross, Watch Your Step

PEDESTRIAN SAFETY

**when you cross
WATCH YOUR STEP!**

Sketch 9316A

Not a Chance

A prize fighter will refuse to meet an opponent who outweighs him by 20 or 30 pounds although both fighters have the same number of arms, legs and eyes. Pedestrians don't have bumpers. They don't have all-steel bodies. Yet they take chances with automobiles that outweigh them more than 10 to 1! Why not be as careful as a prize-fighter?

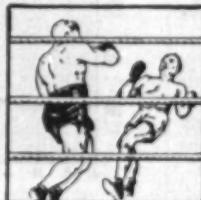
A shopper will refuse to trust the shopkeeper to give him the right change. He counts his change. Yet the same person, walking on the street, will trust a driver whom he does not know. Why be so naive? Don't depend on the driver. He may not see you. He may be preoccupied. He may be blinded by the lights of an approaching car.

Why not be as careful of your life as you are of your money?

Each year about 10,000 pedestrians aren't careful enough to stay alive.

Why are they killed?

They forgot to be careful.



Do YOU take chances when YOU walk?

Do you expect the driver to see you at night even though you wear dark clothing? YES NO

Do you step from behind a parked car or from behind a moving vehicle without making sure there is no approaching car? YES NO

Do you cross between intersections? YES NO

Do you get out of an automobile in the street without looking carefully up and down the street? YES NO

Do you walk diagonally across the street or cross against the red light? YES NO

Do you play in the street? YES NO

If you do, you are gambling with your life. And one of these days your feet may be killing you.

A Project

Make a list of pedestrian safety suggestions based on the following words or phrases.

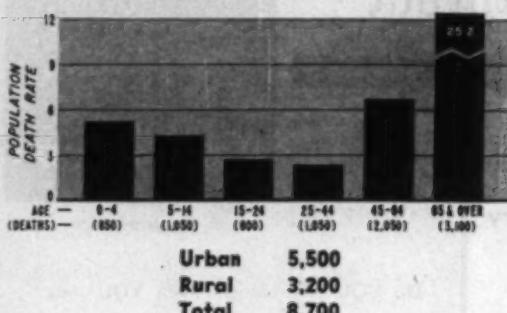
traffic signals	facing traffic
parked cars	intersections
sudden dashes	crosswalks
light-colored clothing	bus or streetcar
flashlight	umbrella

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A Skill Assignment in How to Assemble Various Kinds of Information into an Interesting Report

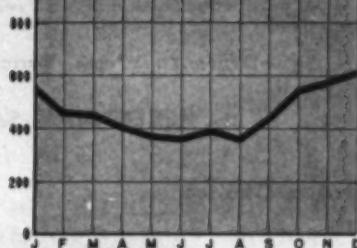
Use these facts (and your own ideas) to prepare a report on Pedestrian Safety.

The Ages of Pedestrians Killed

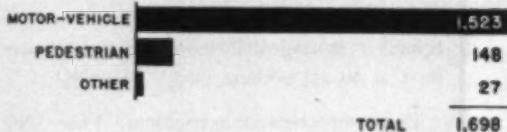


When the Pedestrians Were Killed

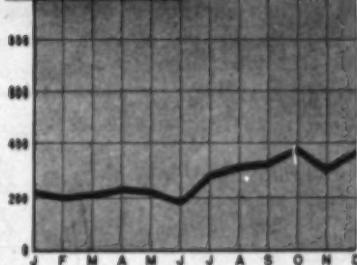
PEDESTRIANS IN CITIES, TOWNS, VILLAGES



GRADE CROSSING DEATHS IN 1950



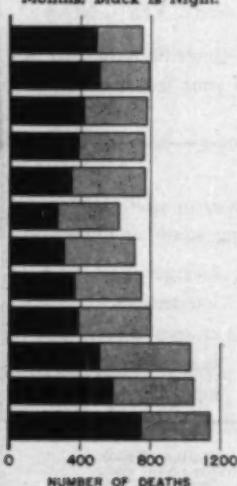
RURAL PEDESTRIANS



Why Pedestrians Were Killed

Note: The following figures are based on the data in ACCIDENT FACTS, published by the National Safety Council. In most cases the data are for 1950.

Night, Day Distribution of Pedestrian Deaths by Month. Black is Night.



An analysis of pedestrian actions shows that three out of every ten pedestrians killed by motor vehicles did something which contributed to their own deaths. The actions which seem to be most dangerous to pedestrians are:

1. Crossing streets between intersections.
2. Walking in the roadway.
3. Stepping from between parked cars.
4. Playing or working (pushing or working on cars, for instance) in the roadway.
5. Crossing at intersections against the signal.
6. Crossing intersections diagonally.

Most pedestrians know enough about safety in traffic to avoid the dangers mentioned above. Of course, some dangerous actions are unavoidable sometimes. You must, then, be doubly cautious.

To make an interesting report, remember to:

1. Think of an unusual way to present the facts—for example as a radio announcer might talk about pedestrian safety or as a policeman might tell about the pedestrians he sees or as a special bulletin to elderly persons.
2. Begin with a dramatic sentence or example that will get attention.
3. Use illustrations, diagrams or pictures.
4. Use your own words.

Senior High Safety Lesson Unit

January, 1952

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, American history, American problems, guidance, homeroom and driver education

When You Cross, Watch Your Step

PEDESTRIAN SAFETY

Skill Test in Statistical Interpretation

Copy and—

Fill in the blanks

1. It takes 3 to 12 times as far to stop a car on _____ as on dry concrete. Therefore drivers must have more space to stop in wintery weather.
2. In 1 out of 5 fatal accidents occurring in 1950, the driver's vision was obscured by rain, snow or sleet on the windshield. Therefore _____ count on the driver's being able to see you in bad weather.
3. Twenty-two percent of all adult pedestrian fatalities happen to pedestrians who have been drinking. Therefore remember that judgment is dulled by _____.
4. Since 37 percent of all urban pedestrian fatalities occur when pedestrians cross between intersections, remember that such crossings are _____.
5. Since two-thirds of pedestrian deaths occur between sunset and sunrise, it is obvious that lessened visibility greatly _____ the danger to pedestrians.
6. In a car accident, an injured pedestrian is _____ as likely to die as is an injured non-pedestrian.
7. The 15 to 24 year old group has the second highest death and injury rate due to working in the roadway. ("Working" includes pushing and repairing autos.) Therefore it is important for drivers to learn how to make highway _____ without injury to themselves.

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Sketch 9316A

8. Statistics show that fewer than one-fifth as many pedestrians are killed walking _____ traffic in the roadway as are killed walking traffic.

Projects



1. Plan a series of camera shots like this picture. Showing good and poor pedestrian habits. You might run a contest. Your safety council or your parent teacher association might offer prizes.

2. Plan a series of radio announcements such as:

(A) Pedestrians—the National Safety Council says, "Heads Up! Don't Be Struck Down!" The council urges you: Cross streets only at corners. Obey traffic lights. Watch for the reckless driver.

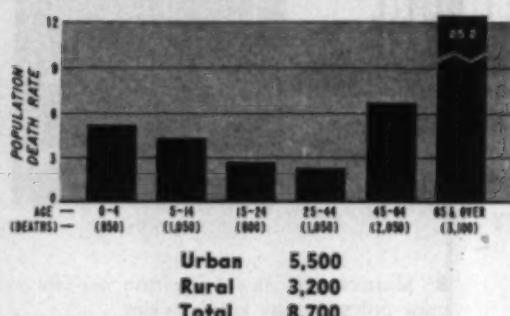
(B) Some researchers have shown that from 80 to 90 percent of the pedestrians killed in auto accidents have never been licensed to drive. They didn't appreciate the driver's problems. Many pedestrians cannot gauge the speed of an oncoming car. They seem to think a car can stop within a much shorter distance than is possible. They forget that after dark the driver cannot see them as soon as they can see the lighted car.

Answers: 1. ice or snow; 2. don't; 3. drinking; 4. less; 5. increases; 6. twice; 7. repeats; 8. against, with.

A Skill Assignment in How to Assemble Various Kinds of Information into an Interesting Report

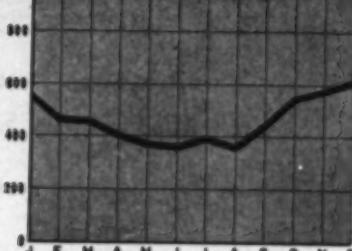
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The Ages of Pedestrians Killed

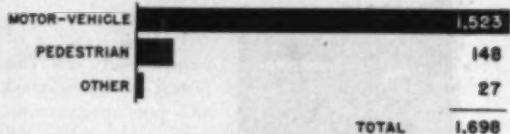


When the Pedestrians Were Killed

PEDESTRIANS IN CITIES, TOWNS, VILLAGES



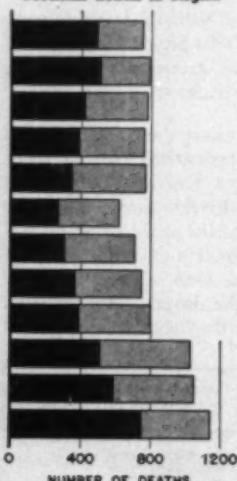
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2. Begin with a dramatic sentence or example that will get attention.
3. Use illustrations, diagrams or pictures.
4. Use your own words.

small price for *Safety...*

the cost of a well equipped School Safety Patrol Corps is a small price to pay for the safety of school children.

Well uniformed patrolmen command attention and are able to act with authority. Graubard's has the uniform equipment that will simplify the task of your patrol corps, enable it to operate more efficiently.



Corporal Digby
Safety Sentinel



Armbands



Rainwear



Badges



Caps

GRAUBARD'S

America's Largest Safety
Patrol Outfitters

266 Mulberry St., Newark 5, N. J.

School on Wheels

from page 6

blackboard and learning games for the pupils occupies one end of a railway coach. Schoolmaster Fred Sloman and his wife live in the other end.

The curriculum, as can be seen from the teaching tools in the school end of the car, starts with elementary reading and arithmetic and progresses through the middle grade subjects to introductory Greek and astronomy.

The major part of the curriculum is closely geared to the everyday needs of the pupils. Astronomy, for instance, could be included in what would be called safety education courses here at home. In a country where street signs are unheard of, a nodding acquaintance with the stars would be an invaluable guide to the traveller.

Since 1927 Schoolmaster Sloman's car and the few others operating in northern Ontario have travelled along the right of way of the old National Transcontinental, stopping for a week at an isolated siding then rolling on to the next stop to return again, a month later.

PLASTIC SAM BROWNE BELTS FOR GREATER SAFETY



Available in either white or Federal yellow, these plastic belts glisten in the sun and are bright on dark days. Flexible—Smartly Styled—Adjustable—Easily Cleaned.

Federal Yellow Flags with desired lettering and Yellow Raincoats with Hats and Cape Caps to match complete the attire of your School Patrol.

Endorsed by Safety Councils, Auto Clubs and School Authorities Everywhere

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Bus Accidents

from page 15

Summary of Guiding Principles for Programs of Training School Bus Drivers.

This is an important publication. It surveys the basic problems, and points up the things requiring action if the problems are to be solved. It does not, however, present a detailed review of practices now current in the states.

Such a review was made early in 1950 by the School Transportation Committee of the National Safety Council under the immediate direction of its chairman, Maurice G. Osborne, Chief, Division of Field Financial Services, New York State Department of Education. This review, *A Study of Safety Factors in School Transportation*, contained the following summary of the statutory, regulatory and voluntary provisions for school bus driver examinations.

Fourteen states, by law, require physical examinations for school bus drivers. Four of these have no special provision for school bus drivers, the examination requirements being the same for school bus drivers as for any other drivers. Ten other states have special provisions in their state laws requiring that school bus drivers be examined physically.

In fourteen states the state department of education requires school bus drivers to pass physical examinations. In six of these states—California, Florida, Idaho, New Jersey, Ohio and Tennessee—the regulation duplicates or supplements the state law. New Jersey is the only state in which the requirement is a provision of the general law regulating all motor vehicles. In the other five states the requirement of a physical examination for school bus drivers is a specific provision.

There is no provision in the law in eighteen states requiring a physical examination of school bus drivers. This does not mean there is no requirement since state departments of education or local boards of education may make such regulations. In Delaware, Illinois and West Virginia the state department has made such a regulation. In Arkansas, Connecticut, Michigan and Wyoming the requirement is voluntary on the part of local boards of education.

In eleven states—Colorado, Louisiana, Maine, Mississippi, Missouri, Montana, Nebraska, South Dakota, Utah, Vermont and Virginia—there are virtually no requirements, by state law, by state department of education or local board of education regulation, for physical examinations for school bus drivers.

In eleven states the requirement for physical examinations for school bus drivers is voluntary on the part of local boards of education. Some states may have local boards that require an examination, others are not known to have any. For example, in Washington "the transportation law is broad enough so that physical examinations, on a voluntary basis through local boards of directors, are permissible" while in New Hampshire "the local boards of education may require physical examinations for school bus drivers; however, no instance is known where the board actually requires them."

Eight states have miscellaneous requirements for school bus driver physical examinations that do not fall into any of the categories mentioned above.

Committee Work

from page 13

8. A student monitor of safety is appointed weekly for the shop. He records all safety violations and hazardous conditions that he observes throughout the week. At the end of the week he discusses these with the assembled class.

9. Students are encouraged to caution other students who are in danger.

10. Students are appointed shop safety foreman on a rotating basis.

11. Instructors give lectures specifically on safety and make use of audio-visual aids.

12. Instructors caution students when a hazardous situation exists.

13. Professional help and advice is secured from state and industry.

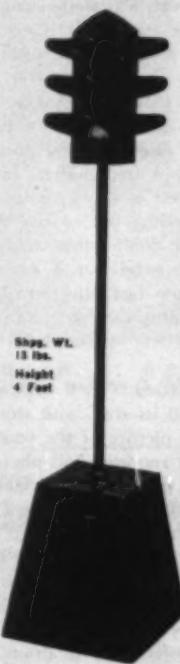
14. A standard first-aid cabinet has been developed. One is placed in each shop.

15. Reports on all accidents are turned in to the office.

"We all feel," says Harold Redding, chairman of the faculty safety committee, "that these fifteen points carried out cooperatively by the students, the teachers and the administration have brought a reinforced safety program to Laney that will be a continuing success."

That statement is true. But without the active faculty safety committee to encourage and coordinate safety procedures the program at Laney would still be the individual teacher's responsibility. Today safety is a part of the school's curriculum. Everyone is aware of the importance of safety. "Everyone is in the act."

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'Tattle'

from page 5

borhood interest, fashion and society notes, a sports column and not a few paid ads. Typical of the ads is this interesting one which reads: "We Need Four Wagon Wheels—If you have them call FRemont 6236."

In a letter to young Oswald, Marshall stated, "I want to compliment you and your staff for the first article written, which was one on safety. I like your point of view in that it is everybody's job, especially the young people, to help the very little ones."

The youthful publisher replied, in longhand: "You might like to know that everyone on Elm Street has become pretty safety minded during the past summer. A lot of the mothers have been upset about the speed of the mail trucks since they have been running out of the new Post Office on Fairfax. I don't know whether their complaints did any good but if anyone drives down our streets too fast, they sure get a lot of dirty looks. Anything that we might be able to do to help in safety work please let us know."

On two occasions the *Denver Post* has publicized the newspaper and its staff with stories and in one edition ran a picture of the youngsters. The visit of a *Post* reporter and photographer seemed to upset the usual journalistic procedures of the staff. Of Eva Hodges, *Post* staff writer, they wrote in a recent issue: "We wanted to ask her a lot of questions but this visit took our breath away."

The youngsters are making good on their promise to aid the safety movement. A short time after they were saluted in *The Branding Iron* they reprinted an item on alertness from that newsletter. In the same issue they also published a story thanking Managing Director Marshall, in which they stated: "We think it's wonderful that big, important people take the time and trouble to interest themselves on behalf of all children."

In his letter to the *Tattle*, Marshall enclosed a list of safety slogans with the suggestion that they might be run from time to time in the junior size publication.

From all appearances the Denver Chapter of the National Safety Council has found a new and youthful ally in the safety movement.

Many who teach safety in the schools will reread with pleasure the last line of the letter eleven-year-old Terry Oswald wrote to *The Branding Iron*—"Anything that we might be able to do to help in safety work please let us know."

New Luminescent



Toys covered with a luminescent and fluorescent material were photographed in the dark by their own light.

The new material, developed by the B. F. Goodrich Chemical Co., has also been striped onto raincoats which are said to increase the safety of school children on the streets during the months when darkness sets in early.

Regardless of Weather

from page 11

tion by saying:

"A driving instructor has to stay alert constantly while teaching under fair or foul conditions. So snow and ice did not add particularly to the difficulty of my job."

What were the results? Can driving be taught on ice and snow—in rainy weather—at night? Mr. Dane believes it can and offers the following facts to substantiate his belief.

During the 33 driving days, while most streets were covered with snow and ice, a total of 58 learners drove approximately 475 hours covering 2,755 miles.

Not one fender was so much as scratched. No instructor reported a single unusually dangerous experience. The writer, who supervised a portion of this driving, felt as much at ease as when riding with learners under more normal conditions. When one considers that the instructors were teaching their second pupil, the results are even more significant.

Data Sheet No. 58

from page 24

stops impossible, and should allow for this, adjusting their driving and street-crossing habits accordingly.

33. Sleds should never be used on streets, and most especially should not be towed behind cars or ridden down driveways or other slopes onto the street.

34. Motorists should make every effort to keep windshields and car windows clear of frost and snow, by keeping wipers and defrosters in good repair and by stopping to clear obscured glass whenever necessary.

35. Pedestrians should be sure that packages, coat collars and umbrellas are not allowed to block their view of the roadway.

36. The heavy concentration of accidents at dusk and during the early hours of darkness suggests special care during these hours by both pedestrians and drivers.

Other Safety Education Data Sheets now available are:

- (1) Bicycles
- (2) Matches
- (4) Toys and Play Equipment
- (5) Falls
- (6) Cutting Implements
- (7) Lifting, Carrying and Lowering
- (8) Poisonous Plants
- (9) Electric Equipment
- (10) Pedestrian Safety
- (11) School Buses
- (12) Flammable Liquids in the Home
- (13) Passenger Safety in Public Carriers
- (14) Chemicals
- (15) Hand Tools
- (16) Nonelectric Household Equipment
- (17) Sidewalk Vehicles
- (18) Camping
- (19) Alcohol and Traffic Accidents
- (20) Cooking and Illuminating Gas
- (21) Solid and Liquid Poisons
- (22) Safety in the Gymnasium
- (23) Laboratory Glassware
- (24) Places of Public Assembly
- (25) Fireworks and Blasting Caps
- (26) Domestic Animals
- (27) Swimming
- (28) Small Craft
- (29) Play Areas
- (30) Winter Driving
- (31) Night Driving
- (32) Winter Sports
- (33) Traffic Control Devices
- (34) Safe Conduct in Electrical Storms
- (35) Poisonous Reptiles
- (36) Motor-Driven Cycles
- (37) Animals in the Classroom
- (38) Railroad Trespassing
- (39) Bad Weather: hazards, precautions, results
- (40) School Parties
- (41) Home Workshops
- (42) Horseback Riding
- (43) Hiking and Climbing
- (44) Hook and Line Fishing
- (45) Summer Jobs—Farm
- (46) Safety in the Woodshop
- (47) School Fires
- (48) Unauthorized Play Spaces
- (49) Bathing Hazards
- (50) Safety in the General Metals Shop
- (51) Safety in Pupil Excursions
- (52) Highway Driving: rules, precautions
- (53) Safety in the Machine Shop
- (54) Summer Jobs
- (55) Motor Vehicle SPEED
- (56) Welding and Cutting Safety
- (57) Safety in the Auto Shop
- (58) Winter Walking



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No. 44 Green on white

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Safety Patrol Caps made to order. Blue, Black and Red.

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TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring **FREE** to responsible school personnel any or all of those listed.

1. **"Thread-Easy" Film Projector:** Illustrated brochure on RCA "400", 16mm film projector, complete with carrying cases, in models for classroom or auditorium. Specifications and information on operation. Radio Corporation of America.
2. **School Patrol Equipment:** Circular featuring adjustable Sam Browne belts, and metal-backed, celluloid arm bands. Black rubber raincoat and helmet sets, badges, safety and school buttons also described. American Badge Co.
3. **"A Guide to Easier Cleaning":** A 32-page booklet describes portable vacuum cleaners for the school together with instructions on operations and suggestions for the most effective use in the classroom. The Spencer Turbine Co.
4. **School-Rush Traffic Signal:** Information on a portable traffic signal which is quickly installed to handle rush-hour traffic problems. Equipped with standard signals, it is also completely automatic. Portable Traffic Signals, Inc.
5. **Playground Equipment:** Illustrated folder on a complete line of playground equipment, including swings for both nursery and grammar schools, metal bicycle racks, all-steel slides, seesaws, merry-go-rounds, etc. American Playground Device Co.
6. **Educational Films:** 1951-52 catalog lists standard and recent educational releases. Designed to correlate with the curriculum, this catalog describes the beneficial use of films and gives suggestions for planning audio-visual program. Encyclopaedia Britannica Films, Inc.
7. **Traffic Safety Teaching Manual:** A 16-page guidebook on safety teaching prepared by teaching authorities for distribution to qualified instructors of traffic safety. School Safety Light Corp.

SAFETY EDUCATION

JANUARY, 1952

425 North Michigan Avenue, Chicago 11, Ill.

Please have sent to me the publications checked.

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40

Clark

from page 17

of 5 and 14 could not, in 1950, also belong to the group 15-24. Had you taken a group of people—25-year-olds—and traced the accident experience of that group for each year up to the present time and then reached this conclusion, I would have been much more impressed. I question whether the group of people, 15-24, had the benefit on the whole of the same intensive safety education program that the group, 5-14, are currently receiving.

I question whether the 15-24 group has the same cumulative knowledge and training in attitudes that the present group, 5-14, will have. Therefore, I suggest, since we cannot wait ten years to come to the conclusion, that we take one age group from our records of a number of years past and trace their records year by year.

Another factor here that I do not know how to measure—one which needs a good deal of thought and study—is measuring and identifying potential hazards and initiating corrective measures to eliminate or avoid the hazards. Early recognition and avoidance can accomplish much and can only be achieved if there is a cumulative safety education experience. I think that we would have a stronger argument if we could prove the cumulative effect upon the same group of people over a period of years.

The problem presented is one of immediate pertinency to me. We are in the process of preparing a series of curriculum guides. In these guides there will be provisions for developing all of the desirable safety learnings, skills and attitudes. Such a study as I propose would supply me with valuable information for proper emphasis upon the current aspects of safety education at various levels. I have endeavored to do some of this but with evidence of only ten or fifteen accidents within a grade over a year I do not have sufficient material to draw accurate conclusions. My limited data on experience in the Wilmington school system tend to verify the general conclusion but there are several peaks and plateaus in the curve which I question and feel that we need greater data thereon. In the whole group, there are so few deaths that I have had to eliminate that as a measure and have had to substitute the measure of the severity of the accident as indicated by days absent from school.

ZENAS R. CLARK is administrative assistant in the Wilmington, Delaware, school system.

Safety Education for January, 1952



Medal of Honor



*Major General William E. Dean,
Berkeley, Calif.—Medal of Honor*



*Sergeant Charles Turner,
Boston, Mass.—Medal of Honor*



*Lieutenant Frederick Henry,
Clinton, Okla.—Medal of Honor*



*Private First Class Melvin Brown,
Mahaffey, Pa.—Medal of Honor*

This is the season when you think of stars. The one over Bethlehem. The ones on Christmas trees.

But this year remember another star, too—the one on the Medal of Honor. And make a place in your heart for the brave, good men who've won it. Men who, oftener than not, made the final, greatest sacrifice—so that the stars on your Christmas tree, and the stars in your country's flag, might forever shine undimmed.

Right now—today—is the time to do something important for these men who died for you. You can, by helping to defend the country they defended so far “above and beyond the call of duty.”

One of the best ways you can make defense *your* job, too, is to buy more . . . and more . . . and more United States Defense Bonds. For your bonds help strengthen America. And if you make this nation strong enough you'll create, and keep, the peace for which men died.

Buy Defense Bonds through the Payroll Savings Plan where you work or the Bond-A-Month Plan where you bank. Start today!

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The 2% aqueous solution does not sting and can be applied safely to small wounds. Children do not hesitate to report their injuries promptly when 'Mercurochrome' is the household antiseptic, because they know that they will not be hurt. Other advantages are that solutions keep indefinitely and the color shows just where it has been applied.

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Keep a bottle of 'Mercurochrome' handy for the first aid care of all minor wounds. Do not fail to call a physician in more serious cases.

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